



IUP Graduate Handbook

Graduate Studies in Composition and Applied Linguistics

Department of English

Handbook Updated 202022

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Introduction

Welcome to the Graduate Program in Composition and Applied Linguistics. As a student in our program, you are a member of a large family of educators working in the United States, Canada,

demands in the fields, and the new curriculum proposal was approved in summer of 2018 with the most recent program name of Composition and Applied Linguistics (CAL).

Few graduate programs in the U.S. offer the rich blend of composition and Applied Linguistics from the perspective of the teacher-scholar. Our program is designed to help educators develop plans of study suited to their teaching and scholarly interests. In addition, graduate students have opportunities to work in the American Language Institute (ALI), which offers intensive programs in English for international students and visitors, the University's Writing Center, and in the English Department as teaching associates or part-time faculty members.

A survey by the Modern Language Association found that IUP's doctoral programs are among the most successful in terms of secure employment. In 1996, IUP granted 35 new graduates the doctorate in English from its two doctoral programs. Of these graduates, fifty percent obtained full-time employment in teaching, three percent in other fields. This rate compares with a national average of 62 percent finding employment in teaching out of other doctoral programs. In addition, 65 percent of the 1997 graduates were hired for permanent, tenure-track jobs, compared with a national average of only 33 percent. A short survey in 2016 found that our students are still being hired at similar rates.

Mission Statement and Program Objectives

Indiana University of Pennsylvania's doctoral program in Composition and Applied Linguistics provides students with a comprehensive, interdisciplinary, and research-based understanding of first and second language literacy instruction.

With accomplished, international faculty in the fields of Composition, TESOL, Rhetoric, and Applied Linguistics, our program offers the unique experience of working across disciplinary lines and integrating research on language, literacy, culture, and writing.

Our curriculum is built on the concept of the teacher-scholar. We help doctoral students conduct innovative research and we promote teaching practices that are informed by research. Our students become accomplished teacher-scholars known for their enthusiasm, research, teaching, and publications. They enjoy careers as faculty members, literacy researchers, writing program directors, academic administrators, and expert consultants.

The CAL program is one of the few programs in the world designed to give students the option of exploring first and second language literacy in English. We welcome students who wish to explore the everwidening contexts of literacy and language around the world and who recognize the importance, value, and utility of literacy research and instruction.

CAL Program Goals

Our program is designed to meet the needs of English and Applied Linguistics instructors at both two- and four-year colleges and universities. The program's core courses provide a foundational coursework for students in composition and Applied Linguistics. This foundation is flexible enough to increase the professional qualifications and teaching effectiveness of instructors now in teaching positions or to meet students' individual needs in the ever-changing academic marketplace.

The CAL Program recognizes the changing structure of education and the interdisciplinary nature of research. The curriculum enables students to connect theory with practice. It provides central courses in research methods, composition theory and second language literacy. Students have 18 elective

hours in the program, with courses offered in writing assessment, writing centers, technology, cross cultural communication, rhetoric, applied linguistics, and literacy theory.

Diversity and Inclusivity

Since 1975, the Composition and Applied Linguistics English Ph.D. Program has focused on celebrating diversity and maintaining an inclusive environment that promotes intercultural understanding among our students and faculty. We affirm this commitment through our coursework and scholarship, which encourages us to consider both local and global perspectives on language and literacy policies, practices, and learning. Our diverse family of students, faculty, and alumni come from all over the world including Africa, Asia, Central and Latin America, Europe, the Middle East, and North America.

Given our program's inherently multicultural and multilingual values, we affirm our program's commitment to creating an inclusive environment for all students, regardless of race, ethnicity, religion, gender, sexual identity, ability, migration status, national origin, or other forms of identity. We welcome and honor the perspectives, cultures, and traditions that each of our students, faculty, and alumni bring to our program.

Faculty and Staff

Our program's faculty members are teachers and scholars. They teach undergraduate as well as doctoral courses. They have written books used in graduate programs and published by scholarly presses: Boynton/Cook-Heinemann, Cambridge University Press, Continuum Press, Hampton Press, Multilingual Matters, National Council of Teachers of English, TESOL Publications, University of Michigan Press.

You will find their names in journals such as College Composition and Communication, Composition Forum, Computers and Composition, English Journal, English Teaching Forum, Journal of Adolescent and Adult Literacy, Journal of Language, Identity, and Education, Research in the Teaching of English, Systemic Teacher Development, TESOL Journal, TESOL Quarterly, Written Communication, The Writing Center Journal, and The Writing Instructor

And you will see them at conferences such as the American Association of Applied Linguistics, the annual convention of the National Council of Teachers of English, the College Language Association, the Conference on College Composition and Communication, the International Society for Language Studies, the Linguistics Society of America, and the annual TESOL convention.

Gloria Park, Ph.D.

Director, Graduate Studies in Composition and Applied Linguistics

<https://www.iup.edu/english/faculty/permanefaculty/parkgloria.html>

gloria.park@iup.edu

Areas of Specialty: Language Teacher Identity, Critical Pedagogy, English Language Teaching and Teacher Education, Qualitative Research, Narrative Inquiry, Teacher Education

Methods & Theoretical Approaches Qualitative Methods, Narrative Inquiry, Phenomenology, Portraiture, (Auto)Ethnographic Poetic Inquiry, Critical and Feminist Research Approaches

- x Author of Narratives of East Asian women teachers of English who meets marginalization released in September 2017 published by Multilingual Matters, LTD. in Cambridge, UK

- x Editor of Volume entitled, TESOL Encyclopedia of English Language Teaching: Teacher Training & Professional Development, TESOL & Wiley, Inc., published in early 2018
- x Co-editor of Language teacher identity in (multi)lingual educational contexts. Special Themed Issue for TESOL Quarterly, 2016, September
- x Co-author of "Exploring the interplay of cultural capital, habitus, and field in the life histories of two West African teacher candidates". Teacher Development: An International Journal of Teachers' Professional Development, 20(5), (2016) with Carol Rinke & Lynnette Mawhinney.
- x Recipient of Faculty Teaching Excellence Award 2015 for Content Pedagogy
- x Recipient of College of Humanities & Social Sciences Special Project Grants of over \$12,000.00 since 2013.

Dana Lynn Driscoll, Ph. D.
www.danadriscoll.com
ddriscol@iup.edu

Areas of specialty: W2 (r)x (:)Tj8o (De) (0t.8) p (ie) s (T) (w) (0) (5) (4) (3) (2) (1) (0) (0) (0) (1) (2) (3) (4) (5) (6) (7) (8) (9) (0)

- x Speaker at national and international conferences including American Association of Applied Linguistics, American Educational Research Association, Curriculum & Pedagogy, Conference on Curriculum Theory and Classroom Practice Exchange
- x Editorial advisory board member for Multimedia Assisted Language Learning, The Society for Teaching English through Media
- x Peer Reviewer for multiple disciplinary journals including TESOL Quarterly; Teacher Education; TESOL Journal

Matthew Vetter, Ph.D

<https://www.iup.edu/english/faculty/permanefaculty/vettermatthew.html>

mathew.vetter@iup.edu

Areas of Specialty: Digital Rhetoric, Critical Literacy and Theory, Composition Theory and Pedagogy, Digital Humanities, Multimodal Composition, Creative Writing

Methods & Theoretical Approaches Rhetorical and qualitative methods; Participatory action research; Classroom research; Multimodal research; Critical and feminist research approaches

- x Recipient of 2019 Conference on College Composition and Communication Research Initiative Award
- x Recipient of 2018 and 2019 grants from the Wikimedia Foundation
- x Author or coauthor of articles and essays Computers and Composition, Computers and Composition: An International Journal, Research Library Issues, Composition Studies, Harlot, the Rhetoric Collaborative, College English, Pedagogy, Hybrid Pedagogy, Technoculture, sponsored by Wikimedia and the Wiki Education Foundation.
- x Associate Editor of Kairos: A Journal of Rhetoric, Technology, and Pedagogy
- x Co-editor of Writing Spaces: Readings on Writings
- x Creative writing (poetry) published in Midwest Quarterly, American Life in Poetry, the Louisville Review and the Journal of Kentucky Studies
- x Author of Kentucky Lullaby: Poems (Finishing Line Press, 2018)

Daniel Weinstein, Ph.D.

<https://www.iup.edu/english/faculty/permanefaculty/weinsteindaniel.html>

Environment for Student Life: The Indiana Community and Surrounding Areas

IUP is located in Indiana, Pennsylvania, 55 miles northeast of Pittsburgh, in the foothills of the beautiful Allegheny Mountains. Indiana offers much of the best of both small town and city life. With a population of about 35,000, Indiana and its neighboring small towns are quiet and picturesque, and several nearby natural areas and state parks provide opportunities for hiking, camping, boating, and fishing. The Indiana area is rich in culture from its history and its most famous son, Hollywood film legend Jimmy Stewart. The local economy is based primarily on energy resources, health care, education, finance, and other service industries.

The IUP campus hosts more than 200 cultural and entertainment events each year. Frank Lloyd Wright's world-famous Fallingwater is a 30-minute car trip from IUP, near some of the best whitewater rafting in the region. Nearby Pittsburgh offers students opportunities to enjoy all that a large, rejuvenated American city has to offer. From the Strip District, with its bustling, hip warehouse food markets; to the Bohemian coffee shops; to the fine and ethnic restaurants; to the internationally known art museums, including the Carnegie Museum and the Andy Warhol Museum; to the John Heinz Museum of Regional History; to the music of the Pittsburgh Symphony and the jazz and small rock and roll clubs; to the collegiate and national sports teams Pittsburgh Steelers, Pirates, and Penguins; Pittsburgh is a cosmopolitan city that has not lost its multicultural and working class, ethnic heritage.

Admission

Students entering the program must have a master's degree with a GPA of at least 3.5 (above 3.5 to be competitive) in a language arts or education-related field such as composition, English, TESOL, applied linguistics, literature, or communication. A minimum of one year of teaching at the secondary, two- or four-year college/university level is also recommended. Students who do not meet these prerequisites may have to successfully complete (with a 3.5 GPA or better) one or more designated courses in the spring or summer sessions before being fully admitted to the Ph.D. program.

All students must begin the program in the summer session. Graduate assistantship information (there is no longer a separate application, it is part of the application process), and a graduate catalog are available from IUP's School of Graduate Studies and Research (SGSR) website at <http://www.iup.edu/graduatestudies/>

Applicants should send completed admissions material directly to graduate admissions <http://www.iup.edu/admissions/graduate>. IUP's SGSR notifies applicants of the admission decision based on the recommendation of the CAL Program Director and the Composition and Applied Linguistics Admission Committee. Once admitted, each student is responsible for registering for classes on a first-come, first-served basis; once all seats are full in the beginning classes, newly admitted student may be waitlisted or deferred to a later semester before they can begin the program. A graduate student

- x A statement of goals. This should be well written and explain the applicant's research interests and how he or she hopes to pursue these interests through doctoral studies. As part of the goals, the applicant should explicitly specify faculty in the program whose research interests align with their goals. Applicants are encouraged to visit the CAL website to learn more about program faculty and the research teams they lead.
- x A writing sample that demonstrates their academic writing ability.
- x TOEFL, Test of English as a Foreign Language and IELTS, International English Language Testing System, scores are not required for students from countries where the first language is English (principally the United States, Canada, England and the British Isles, and Australia), or when an applicant has earned a master's degree from a college or university in the United States. All other international applicants or applicants who are speakers of English as a second language are required to submit TOEFL or IELTS taken no more than one year prior to expected date of enrollment. IUP's SGSR will not process applications lacking TOEFL or IELTS scores.
 - o We look for a minimum TOEFL score of 600 paper-based (PBT), 250 computer-based (CBT), or, 100 internet-based (iBT), and a minimum TWE (Test of Writing English) score of 5.5. For the IELTS, we look for a score at least 6.5 to be considered and a 7.0 to be competitive.
 - o

Financial Assistance

Graduate Assistantships

Each year the CAL program is allocated a limited number of graduate assistantships. These graduate assistantships are selectively awarded to highly qualified graduate students who have been admitted to degree programs. Assistantships are awarded on the basis of academic excellence rather than financial need. Graduate Assistantships are under the supervision and CAL and other English Department faculty, and may include work in the Kathleen Jones White Writing Center, the Punxsutawney

Academic Advisement

Office of Social Equity: www.iup.edu/socialequity/

IUP Campus Library www.iup.edu/library/

MyIUP: www.iup.edu/myiup/

IT Support Center:

Spring semester. Students must have passed their coursework with a 3.5 GPA in their courses, submit the portfolio when it is due, and pass the evaluation in order to continue in the program.

- x Submission of a Research Topic Approval Form (RTAF) within 6 months of coursework completion.
- x Culminating Evaluation/Chapter Meeting following course work. Typically this should be completed within one year of finishing coursework.
- x Submission of and IRB protocol for research that involves human participants.
- x Completion of 12 credit hours of ENGL 995 Dissertation by maintaining continuous enrollment of at least two dissertation credits (ENGL 995) each Fall and Spring semester (you do not need to register for dissertation hours during summer sessions) starting the semester after completing regular coursework. If the total of 12 credits is reached before a dissertation defense takes place, continuous enrollment must be maintained with the enrollment in one Extended Credit each Fall and Spring semester until the dissertation is completed. A student must be enrolled in the semester in which he/she uploads the final version of the dissertation to the School of Graduate Studies and Research (SGSR).
- x Please be aware that missing one semester of enrollment is a violation of the continuous enrollment policy. If the student is not successfully enrolled by the official add/drop date of the next semester, the student will be inactivated in the program. Students inactivated from the program will not be considered for readmission.
- x Submission of the approved dissertation to the dissertation committee and the SGSR, (following the requirements of the Thesis/Dissertation Manual, available from SGSR website)
- x Graduation no later than seven years from the date of the student's first course in the doctoral program.

Residency Requirement

All students are required to participate in ~~around~~ in-person residency during the summer while they are completing coursework. Typically, students take two ~~to six~~ face-to-face courses during the summer session. However, if you take an additional online course during the academic year, then you might only take one face-to-face course in the summer.

Students are also required to participate in professional development activities and events during the residency. ABD students are welcome, but not required, to attend the professional development events in the summer.

Graduate Certificate in TESOL

The Graduate Certificate in TESOL allows individuals who already have a bachelor's degree to become a teacher of English as an International Language in just two semesters (18 credits).

The TESOL Graduate Certificate of Recognition (GCoR) Program prepares you to teach English abroad. You'll take a set of core courses that situate teaching English as a social, cultural, historical, and political endeavor in a variety of educational institutions outside the United States. Learn more about the program <http://www.iup.edu/english/grad/tesolcertificate/>

ENGL 805: Language and Social Context

Introduces the study of language as a social phenomenon, including such topics as language varieties, stereotypes and social identity; language planning and language policy; standard and nonstandard usage; censorship; discourse analysis; language contact; language, culture and thought; communicative competence; small group communication; and classroom interactions.

ENGL 808: Technology and Literacy

Presents an overview of the interrelationship between literacy and technology. Demonstrates approaches to teaching English using computer technology.

ENGL 823: Second Language Teaching

Considers trends, issues, research, and exploration in second language teaching, as well as language learner assessment and testing.

ENGL 824: Second Language Acquisition

Introduces current research in second language acquisition, especially in English. Focuses on prominent research trends in the study of the language learner, the process of acquisition, and the interaction of learner, language, and context.

ENGL 831: Rhetorical Traditions

Studies how rhetorical traditions influence the teaching of composition. Examines how cultural factors such as history, politics, ideology, gender, race and ethnicity affect the composing process. Encourages students to think of composition as an open, multicultural event of imagination and social innovation.

ENGL 833 Theories of Composition

Reviews the major theories of composition especially those of the modern and postmodern eras. Examines how cultural factors such as education, history, politics, ideology, gender, race and ethnicity affect theorizing about composition. Encourages students to construct their own theories of composition by entering into a collaborative cultural and intellectual process.

ENGL 842: Cross

ENGL 867: Research on Writing Centers and Writing Program Administration

Examines the history, theory, and every day practices that surround writing centers and writing programs including advances in writing across the curriculum and writing in the disciplines. Students will read key books and articles and develop a research project suitable for publication and presentation.

Professionalization & Placement Program

During coursework, all students are required to participate in professionalization and placement activities and events. There will be weekly events during the summer residency (e.g., teaching demo, writing a teaching philosophy, guest speakers/symposium), as well as occasional virtual events during the academic year (e.g., CV workshops). Materials and session recordings are available on the CAL Homeroom website, and students will receive one-on-one support from the CAL Professionalization & Placement Coordinator.

This program provides professionalization experiences for students at every stage of their doctoral studies.

whether you are ready to proceed with the dissertation process. In most cases involving participants, the IRB protocol will be submitted after this Chapter meeting due to potential protocol changes that may be required as a result of methodological changes to the study discussed in the meeting.

Dissertation Defense

Once you have passed your Chapter meeting, you move to collecting your data, with the approval of IUP's Institutional Review Board, and to analyzing data and writing your final draft of your dissertation. The Dissertation Defense is your opportunity to present your dissertation and answer any questions your committee may still have about your work. Truly the culminating event of your PhD work, and a time to be celebrated when you pass. This is the day you become a Doctor of Philosophy.

Qualifying Portfolio (QP)

After their year, in order to continue in the program CAL, students must pass a qualifying portfolio. To be eligible to turn in a portfolio, students must be enrolled during course work. Students must have passed their courses with a 3.5 GPA, submit the portfolio when it is due, and pass the evaluation in order to continue in the program. Portfolios are due by 4:00 p.m. the Wednesday of the last week of Spring Semester classes.

The purpose of the portfolio is to provide faculty on the Qualifying Portfolio Evaluation Committee means to evaluate your ability to successfully complete this program.

The CAL Program Director is responsible for leading the QP review and is therefore most familiar with the policies and procedures that apply to everyone. For this reason, faculty members and students should direct questions about the QP to the CAL Program Director.

Qualifying Portfolio (QP) Directions

1. Use the coversheet and checklist in Appendix A of this handbook.
2. Begin the process by reading the instructions and evaluation criteria listed here in your handbook. For questions, please contact the Graduate English Secretary or the CAL Program Director (gloria.park@iup.edu). Portfolios are due by 4:00 p.m. on Wednesday, the first week of spring semester classes. When mailing the portfolio, it must arrive by this date before 4:00 p.m.
3. Please submit them to:

Director of Graduate Studies in Composition and Applied Linguistics
Humanities and Social Sciences Building, 506 U
981 Grant Street
Indiana, PA 15705 USA

You may bring the portfolio in person to the English Graduate Office, HSS 506U before 4 p.m. on the due date.

After the CAL office receives your portfolio, the office will add two additional items: instructor evaluations (one from each of the courses you have taken), the grade report for your doctoral courses, and your research team leader's report. These will complete your portfolio for review.

1. All work should be done independently. All materials in the portfolio, including course papers and the qualifying paper, should be written by you only. The CAL Program Director will go over the program's Qualifying Portfolio instructions during the first summer residency and answer any

To prepare for this task, please do the following:

- x Develop a logical argument with a clear thesis or stance supported by reasons and evidence based on current knowledge of the field.
- x Read the most recent Information for Authors section of the journal to familiarize yourself with the expectations of the publication. (The Information for Authors section is usually found on the journal's website or in the hard copy.) Who is the audience? What topics are of interest to these

Part 2 Professionalization Plan

In 500 words or less, please describe your plans for meeting the Professionalization Portfolio in Year 2.

Design of the Portfolio

After three years of the Redesign, we will assess whether or not the PP is effective.

The manuscript students produce for the Professional Portfolio should not become their dissertation. The goal is to develop skills that they will employ for the dissertation.

Degree Completion

This section presents a brief overview of each of the major requirements for the Composition and Applied Linguistics Ph.D. program. More depth information about each of these topics is covered in this handbook.

Coursework

Each student must take a minimum of 12 courses. These courses must meet with the program requirements as outlined in the Program of Study.

You must complete six required courses and will have your choice of six electives. Most students complete the required courses on this timeline:

- x Summer 1: ENGL 830 Research and Practice in the Teaching of College Composition
- x Fall 1: ENGL 825 Second Language Literacy
- x Spring 1: ENGL 820 Quantitative Research in Composition and Applied Linguistics
- x Summer 2: ENGL 815 Qualitative Research in Composition and Applied Linguistics
- x Fall 2: ENGL XXX Teaching Practicum
- x Spring 2: ENGL 835 Research Design and the Craft of Writing

Beginning in your first summer, the Composition and Applied Linguistics director will hold an advising meeting for students to create a schedule that r

credits required for the program. “Extended” dissertation credits are not calculated into a student CGPA.

Students must pay tuition and mandatory university fees (equal to the mandatory fees) and may choose to pay Student Health and Activity Fees if the associated services will be used.

For more information, view the view the Graduate Catalog <https://catalog.iup.edu/index.php>

The School of Graduate Studies and Research requires that you be registered for the semester in which you graduate. The exception to this is a summer graduation, which requires that you be registered in the previous spring semester, but does not require additional summer registration.

If it is the doctoral student’s intent to discontinue the program, he/she must schedule an appointment with the CAL Program Director as soon as possible to avoid any further registration and subsequent billing.

Dissertation Process

Once you have passed your Chapter meeting, you move to collecting your data, with the approval of IUP’s Institutional Review Board, and to analyzing your data and writing your final draft of your dissertation. The Dissertation Defense is your opportunity to present your dissertation and answer any questions your committee may still have about your work. It is truly the culminating event of your PhD work, and a time to be celebrated when you pass. This is the day you become a Doctor of Philosophy.

Graduation

Remember to work into your schedule time to attend the graduation ceremony. This is the time that your name will be called and your chair or other committee member will be given the privilege to “hood” you—to put on the cape section of your academic attire which shows that you have achieved PhD status. You have worked hard; a graduation ceremony allows you to enjoy the achievement. For more information, view the view the Graduate Catalog <https://catalog.iup.edu/gradcatalog>

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pedagogy, theory, or pilot data. For students engaged in empirical projects, the chapter defense comes prior to collecting data. The final defense includes a revised critical introduction, three articles, and a conclusion.

Dissertation Eligibility

You are eligible to begin the dissertation process if you have

- x Completed all necessary course work with a 3.5 GPA or higher
- x Passed the Qualifying Portfolio Evaluation
- x Developed a 20-page dissertation proposal through ENG 835: Research Design and the Craft of Writing
- x Have completed your coursework and filed a Research Topic Approval Form (RTAF) form. This is the form that you file with the SGSR that stipulates your title, topic, and dissertation committee members.

General Dissertation Procedures

- x Within six months of completing your coursework, you should put together your dissertation committee. This means that you will be ready to file an RTAF.
- x Most students choose to work with the research team leaders during the dissertation. However, if this is not a good fit and you are not sure who would be a good advisor for you, or who you would like to have as committee
- x members, you should meet with the CAL director who can help you choose a committee.

time during busy points in the term. Thus, please schedule as early as possible. Your manuscripts should include a title page and table of contents and should adhere to APA or MLA guidelines for both the general layout and the formatting of references. The manuscripts also include a clear and detailed explanation of your methods and methodology, including a discussion of your analysis methods. Empirical studies should include appendices with full instrumentation.

- x The Dissertation Advisor determines defenses and the entire committee will agree on required revisions at the conclusion of the defenses.
- x While your advisors will guide your research and writing process and make recommendations to help you revise, the scholarship you produce throughout the dissertation process is your intellectual property. Your advisor(s) are not co-authors of the dissertation data and should not be included as authors if you publish this data.

Three-Article Dissertation Format and Overview

The three-article option includes a critical introduction, three articles ready to submit to peer reviewed journals, and a conclusion. The three-article format is designed for students who have completed a master's thesis and are seeking a Ph.D. degree. The three-article format is designed for students who have completed a master's thesis and are seeking a Ph.D. degree.

- o One may be a non-CAL Program Committee member, for example a member of the English department, or other department at IUP, or a member of a non-IUP school
- o In addition, there may be an outside reader (see Outsider Reader subsection for more information)
- o If your dissertation advisor is not a CAL Program Committee member, then the two readers must both be CAL Program Committee member
- o Readers may be consulted about questions that fall in their fields of expertise, but they normally respond only to the final draft of your first three chapters (at your first defense) and dissertation (at your dissertation defense).

You are expected to maintain a professional relationship with each member of your committee, and you should expect committee members to do the same with you and with one another. The CAL Program Director remains your academic advisor until you graduate.

In the unlikely event that you need to request a committee change, you should submit this request in writing to the CAL director.

Outside Readers

If a student and dissertation advisor think it would be appropriate, it is possible to invite an outside scholar to be a reader on the committee. The outside reader should be involved in graduate education at his or her own institution and have publications in the field. The outside reader must be approved by the CAL Program Director, the Senate Graduate Office, and the Graduate Dean; the official approval request is initiated by the CAL Program Director.

To invite an outside reader to join the dissertation committee, the student should send a request to the CAL Program Director. Include:

- x a brief statement of the student's dissertation topic,
- x a brief justification as to why the scholar is being invited to be an outside reader (e.g., "Dr. X has expertise in such and such and this expertise is important for the student's dissertation.")
- x a copy

3. Circulate your 2-page proposal and the completed RTAF to your potential committee chair and discuss possible readers with your committee. Remember that the CAL director may assign your second reader. The signatures on the RTAF indicate that the readers are in agreement with your general topic as outlined in the proposal. Any member of the committee, including the student, may request a meeting of the committee prior to submitting the RTAF.
4. Turn in to the Graduate English Office, HSS 506U:
 - a. Research Topic Approval Form (including the required 2-page abstract for SGSR)
5. The CAL Program Director will sign the RTAF and forward it to SGSR. Once the Rnd

in writing three separate articles is that while you are centering your work on a larger specialization/theme, and you are drawing data from a single empirical study, you are focusing your work in three specific ways: the goals of which, presentation of data, and arguments being specific to each article, journal, and target audience.

Thus, while you can explore similar topics and themes between the articles, each article should offer a unique “take” on the subject. For empirical projects, part of this is guesswork at the chapter defense stage. One of the ways you can “split” your data into multiple articles is by collecting more than one dataset and then presenting those datasets separately. A more robust consideration, however, might encourage you to see the different major findings (there are often several key findings) and explore one or two major findings in each article. You might also think about how similar findings may be geared in very different ways to different audiences as a third option.

Another challenge and opportunity present with the Three Article Option is that you will have to learn how to write concisely. This is an excellent skill to develop as a writer, and will serve you incredibly well throughout your career. A 7000-9000 word presentation is a formidable writing challenge, and your dissertation director can help you hone your prose and work on clarity in style and thought.

Because you will be drawing from the critical introduction for your articles, it is likely that you will have some redundancy between the critical introduction and the literature reviews in one or more articles. While this is expected, two things are important to note. First, we note that the rhetorical situation, journal audience, and expectations for writing will vary considerably between the journals you select. Thus, each literature review in your articles should be aligned to a specific journal's needs. Second, you want to be aware of self-plagiarism. If multiple published works (articles you submit) match in their language completely, this is considered self-plagiarism. Each article must have a distinct literature review that is written for that article. You might draw upon the same body of work in multiple articles, but there should be some distinction between them. The same goes for any other aspect of your articles—even if the methods you are describing in the 2nd and 3rd article are identical as they are drawn from the same study, you have to cite those methods using different wording to avoid self-plagiarism. This is a challenge all writers face who are engaging in a trajectory of research and a larger body of work on

Initial Defense: Eligibility

Students are eligible for the Initial Defense, provided they have:

- x Passed the Qualifying Portfolio and Professionalization Portfolio
- x Completed all required courses with 3.5 GPA or higher
- x Submitted the Research Topic Approval Form
- x Have sufficient time to complete and defend the dissertation before the deadline.

The Dissertation Advisor will determine when the student is ready for the defense.

During the Culminating Evaluation meeting the student will demonstrate a sound argument for the need for the study, breadth of knowledge of the field and relevance, a clear focus and organization, and good writing quality. The committee will evaluate the student's oral and written performance.

Initial Defense: Process

The Initial Defense will begin with a Committee Meeting. Your committee members will ask you to step out of the room for a short period of time (typically 15 minutes) while they discuss their perspectives on your work. When you return, you may or may not give a brief presentation (speak with

The bulk of the defense will consist of the readers asking questions. After discussion the committee will again ask everyone to step out of the room so they can discuss the outcome, and then bring only you back to hear the decision.

Please note that your job is to thoughtfully respond to the committee members' questions, clarifying your goals for and conclusions from the dissertation. It's important to stay respectful as you respond to committee members' questions and critiques. If they want things changed, even substantial changes, that's the committee's prerogative, given that making sure you have written a strong dissertation is one of your

The Source: A Student Policy Guide www.iup.edu/studentaffairs/studentpolicy/indexa-z/index.html

Bereavement-Related Class Absences
<https://catalog.iup.edu/content.php?catoid=7&navoid=950>

Continuous Graduate Registration for Dissertation and Thesis
<https://catalog.iup.edu/content.php?catoid=7&navoid=950>

Grade Appeal Policy
<https://catalog.iup.edu/content.php?catoid=7&navoid=950>

from the program in which the student was ~~dismissed~~ are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the (e)-3 (d unde)-3 (o-3 ((r)3nde w)-3 (-3 (r))10 (a -3 ((r)2 (t)r)2 (t2

of the School of Graduate Studies and Research (designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research. In the event a student does not successfully complete the comprehensive examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Registration

<https://www.iup.edu/registrar/howto/register/index.html>

For more information regarding registration and tuition billing, please contact the Office of Student

Billing: <https://www.iup.edu/student/billing/index.html>

Time Limitations

<https://catalog.iup.edu/content.php?catoid=7&navoid=950>

Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work. No time extensions are considered for doctoral students unless all degree requirements other than the dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit.

Seven-Year Timeline Extensions

The seven-year limit begins in the semester in which you take your first course in the doctoral program. As a basic rule, the seven-year timeline is not to be extended. Only under exceptional circumstances will the SGSR grant an extension. A student may contact the CAL Program Director prior to their seven time expiration limit if exceptional circumstances require the student to be considered for an extension.

Official documentation of the reason for the extension is required, and must be sent directly to the SGSR. In general, extension requests are considered only under these conditions: (1) The request has been submitted before the seven-year deadline is reached, (2) the Research Topic Approval Form and IRB approval are on file, (3) there has been a successful topic defense, and (4) data has been collected (assuming data collection is part of the project). Extensions are discouraged, rare, and never automatically granted.

introducer of speakers/timer of a session for which you were not the proposer of that session. Support to individual students will not exceed \$300 per academic year.

Teaching associate mentors will nominate students and, in conjunction with the awards committee, select two winners. The awards will then be announced publicly. There is no application. Faculty will make this award in the Spring or Summer. The nominated CAL teaching associate will have:

- Well-developed and pedagogically sound materials that appeal to students' interests
- A teaching style that appeals to multiple learning styles
- Teaching practices generate multiple types of participation
- Engaging presentation and response styles
- Students who were actively engaged throughout the class sessions

Considerations for the award may also be based on improvements seen in these areas during the teaching year.

Award for Professional Development

Award 8: Professional Accomplishments in Research Award

The award is intended for students who are actively publishing research in professional journals and presenting research at national and international conferences. A committee of three faculty members will rank the quality of the students' published work. The student with the highest ranking will receive the award. Acceptance of the award may involve oral presentation at an awards ceremony. A sample of the student's work may be publicly displayed in HSS.

How to Apply: Master's and doctoral students may apply for this award by presenting a vita and a copy of the publication(s) for which they wish to be

- x Hasan, Mousa (2019) Exploration of Multilingual Linguistic Landscape as a Source of Input in Second Language Acquisition: Linguistic, Sociolinguistic and Pedagogical Analysis of English Arabic Public Signage. [Dissertation Advisor: Savova]
- x Johnston, Sandra (2019). Towards "Comprehensive Internationalization": A Study of International Student Perceptions and Experiences of L2 Writing in the Curriculum [Dissertation Advisor: Park]
- x Lyon, Thomas (2019) A Pragmatic Analysis of Public Discourse on American Women in Combat [Dissertation Advisor: Pagnucci]
- x Mendenhall, Lora (2019) Mitakuye Oyasin and Seaweed: A Narrative Plan for Ecological Restorative Justice, Jasper County, Iowa [Dissertation Advisor: Pagnucci]
- x Oates Primus, Debonair (2019) Racialized and Gendered Madness: Decolonizing Psycho-Hysteria in African American and Postcolonial African Black

- x Tanghe, Shannon. (2014). A Qualitative Critical Study of Collaborative Practices of English Language Teachers in Public Elementary Schools in South Korea. [Dissertation Advisor: Park]
- x Truesdell, Thomas. (2014). The Space Between: An Examination of Practicing Theorists and Writing Center Work [Dissertation Advisor: Rafoth]
- x Wells, Jennifer. (2014). Millennials Strike Back: Transitions from High School Reading & Writing to College Reading & Writing [Dissertation Advisor: Rafoth]
- x Wise, Melody. (2014). A Study of Writing Assessment in Rural Colleges: Preparing Students for Work in a Globalized, Capitalist Workplace [Dissertation Advisor: Williamson]
- x Wu, Zhiling. (2014). Washack Effects of the Reformed CET on College English Teaching and Learning in China: Students' Perspectives [Dissertation Advisor: Williamson]

2013

- x Amicucci, Ann. (2013). A Descriptive Study of First College Students' Academic Digital Literacy Practices with Implications for College Writing Education [Dissertation Advisor: Williamson]
- x Burke, Brian. (2013). Using Comic Books and Graphic Novels to Improve and Facilitate Community College Students' Literacy [Dissertation Advisor: Pagnucci]
- x Hrebik, Johnny. (2013). The Mutually Minded Classroom Model: Creating Emancipatory Teacher-Student Relationships through Response and Interactivity [Dissertation Advisor: Williamson]
- x Mulally, Dauvan. (2013). Faculty Community Building: Portfolio Assessment to Create Teaching Circles [Dissertation Advisor: Pagnucci]
- x Pant, Deepak. (2013). An Autobiographical Study of Second Language Literacy and pedagogy [Dissertation Advisor: Hurlbert]
- x Park, Seung Ku. (2013). Adult Korean ESL Learners' Imbalance of Pragmatic Competence & the Relationship b/t English Teaching Experience & Metapragmatic Awareness [Dissertation Advisor: Hayward]
- x Paye, Massaer. (2013). Discursive Formation of UNESCO's [Dissertation Advisor: Deckert]
- x Quinn (Peluso), Julie. (2013). Where does Writing End? Academic Writing as "Artifact" [Dissertation Advisor: Hurlbert]
- x Reilly, John. (2013). Mutuality Overcomes Student Resistance [Dissertation Advisor: Bizzaro, P]
- x Richards, Kathleen. (2013). 'Knowledge Growth': A multiple case study of English literate teachers' learning experiences for teaching composition [Dissertation Advisor: Park]
- x Rudd, LeAnn. (2013). Leavings, Returnings, and the Explanations in Between: Students' Stories of Withdrawing from Freshman Composition [Dissertation Advisor: Hurlbert]
- x Sarver, Whitney. (2013). "Doing School" Right: How University Students from Diverse Backgrounds Construct their Academic Literacies and Academic Identities [Dissertation Advisor: Park]
- x Serna Dimas, Hector. (2013). Identity, Subjectivity and Agency in Writing Processes in Spanish-English Young Learners in a Bilingual School in Bogota, Columbia [Dissertation Advisor: Bizzaro, P]
- x Sikorski-Julier, April. (2013). Rhetorical Responding and Grading: A Case Study of Best Practices in "Instructional Evaluation" [Dissertation Advisor: Williamson]
- x Slick, Joseph. (2013). Speaking their hearts through academic second language: ESL language achievement and social emotional learning [Dissertation Advisor: Bizzaro, P]
- x Thomas, Kimberly. (2013). This: Race, Identity, and Composition: The Experiences of African Americans in the Professoriate [Dissertation Advisor: Hurlbert]

- x Verbout, Mary. (2013). A Quantitative Analysis of Basic Writing Students from Assessment and Through English 101 at a Community College [Dissertation Advisor: Williamson]
- x Ye, Weier. (2013). Achieving Coherence in Persuasive Discourse: A Study of Chinese ESL

- x Sukasem, Ngarmnij. (2012). Online Literacy Practice: Blogs and Authorship in the English. [Dissertation Advisor: Jeannine Fontaine]
- x Wang, Lan. (2012). Behind the Curtain: A Critical View of Theory and Practice of Tutoring English Language Learners at University Writing Centers. [Dissertation Advisor: Dan Tannacito]
- x Wester, Jason. (2012). Private Writing, Public Classrooms: The Personal Journal in English Composition. [Dissertation Advisor: Michael M Williamson]
- x Yeh, Shu Fen. (2012). A qualitative study of Taiwanese students' Academic Writing Practices and positioning in North American Universities. [Dissertation Advisor: Jeannine Fontaine]

2011

- x Ashour, Ibrahim. (2011). The EFL Enterprise in Syria: An Examination of Teachers' and Inspectors' Interactive Relationships, Beliefs, and Attitudes. [Dissertation Advisor: Patrick Bizzaro]
- x Chambers, Leah. (2011). Defining Place, Understanding Race: A Discussion of Student and Community Members' Perception of Life in a Small town. [Dissertation Advisor: Ben Rafoth]
- x Cheng, Shu Fen. (2011). A Historical Analysis of English-Chinese Sections of Joint College Entrance Examinations in Taiwan. [Dissertation Advisor: Jeannine Fontaine]
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- x Stevenson, Heidi. (2010). Finding our Places, Defining our Places: Service Learning and Ecocomposition in the First Year Composition Classroom. [Dissertation Advisor: Claude Hurlbert]
- x Worajittipol, Kandanai. (2010). Online Interaction Between Thai EFL Learners and English Speaking Chat Partners: An Exploration of Negotiation for Meaning and Development Relationships. [Dissertation Advisor: Jeannine Fontaine]
- x Zacharias, Nugrahenny. (2010). The Evolving Teacher Identities of 12 South/East Asian Teachers in US Graduate Programs. [Dissertation Advisor: Nancy Hayward]

2009

- x Al-Momani, Husam. (2009). Caught Between Two Fires: The Realization of Requests by Jordanian EFL Learners. [Dissertation Advisor: Dan Tannacito]
- x Bouman, Kurt. (2009). A Phenomenological Investigation of College Students' Construction and Representation of Plagiarism. [Dissertation Advisor: Ben Rafoth]
- x Costanzo, Ryan. (2009). The Function and Use of the Textbook in an Undergraduate Nursing Program. [Dissertation Advisor: Nancy Hayward]
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- x Huang, YWen. (2009). Listening to Their Voices: A Depth Study of Language Anxiety and Cultural Adjustment Among Taiwanese Graduate Students in the United States. [Dissertation Advisor: Jeannine Fontaine]
- x Lei, Jiu Lung. (2009). An Investigation of the Effects of Discourse Types of Taiwanese College Students' Reading Strategy Use. [Dissertation Advisor: Jeannine Fontaine]
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- x Pierce, Janet. (2009). A Construction of Space Trilogy Examining how ESL Teachers, English Language Learners, and Classroom Designs Interact. [Dissertation Advisor: Dan Tannacito]
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- x Stewart, Marjorie. (2009). Fear and Loathing in the English Department: The Strange and Terrible Saga of Composition and Creative Writing. [Dissertation Advisor: Gian Pagnucci]
- x Wang, ShuChuan. (2009). A Qualitative Study of English as a Foreign Language Learning (EFL) by Rural Taiwanese Students with Christian Native English Speaking Teachers. [Dissertation Advisor: Jeannine Fontaine]

Signature Page

Dear Composition and Applied Linguistics Student,

Congratulations on choosing to further your education here at IUP. The Composition and Applied Linguistics program's goal is your success.